Ministry of Education & Training
Government of Vanuatu

WASH in Schools

Call to Action

The WASH in schools – Call to Action workshop presented a snapshot of WASH in Schools in Vanuatu, investigated the road to improvement and was the first step in engaging relevant stakeholders through a Call to Action. The snapshot of the current situation of WASH in schools was analysed through problem trees and bottleneck analysis, drawing out the root causes and major bottlenecks in the enabling environment, supply, demand and quality of WASH in Schools in Vanuatu.

The final recommendations targetted four areas for improvement including coordination, monitoring, scaling-up at the school level and advocacy.

Cover photo credit: Arlene Bax Photography. Bax/2015

Exexutive Summary

Water, sanitation and hygiene (WASH) in schools in Vanuatu has the opportunity to improve children's health, increase attendance and performance at school and address gender and social inequalities.

The WASH in schools – Call to Action workshop presented a snapshot of WASH in Schools in Vanuatu, investigated the road to improviement and was the first step in engaging relevant stakeholders through a Call to Action. Participation at this workshop included stakeholders from MoET (including national, provincial and school level staff), school administration, Department of Geology, Mines and Water Resources, Ministry of Health, Public Works Department, relevant NGOs, UNICEF and donor partners.

The snapshot of the current situation of WASH in schools was analysed through problem trees and bottleneck analysis, drawing out the root causes of the current poor WASH situation. The bottleneck analysis investigated the enabling environment, supply, demand and quality of the following topics:

1. Bottleneck analysis of daily hand washing in schools in Vanuatu
2. Bottleneck analysis of the access to safe, hygienic, gender-appropriate sanitation in schools in Vanuatu.
3. Bottleneck analysis of the access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities.
4. Bottleneck analysis of the WASH factors that influence school attendance following a disaster event.

The bottleneck analysis considered a total of 59 indicators of which, 30 (51%) were classified as red, indicating a severe bottleneck. 28 of 59 (or 47%) indicators are yellow, indicating a minor bottleneck and 1 out of 59 (or 1%) is green indicating no bottleneck.

Presentations from MoET identified the current presence of WASH in Minimum Infrastructure Standards, WASH in Minimum Quality Standards for Primary Schools, the monitoring of WASH through openVEMIS and WASH in curriculum. Further, panel discussions gave an opportunity for workshop partipants to share experiences of previous programs, current constraints and recommendations for the road to improvement.

The final recommendations targetted four areas for improvement including coordination, monitoring, scaling-up at the school level and advocacy. The recommendations are summarised as follows: Improve **coordination** by a) clarify roles and responsibilities, b) consolidate and review standards, policy and guidelines, c) provide ongoing training for school committees on budgets, and budget management, legislation, standards, policy and principles of WASH in schools, d) develop budget for WASH in national budget and provide guidance of expenditure at school level, e) complete stakeholder mapping of all relevant partners. Improve **monitoring** by a) revise VEMIS WASH indicators and harmonise with the WASH in Schools Infrastructure Baseline and DGMWR Water Inventory, and b) support schools access to update openVEMIS. **Scale-up at the school level** by a) supporting schools to develop WASH inclusive health policies using Health Promoting Schools policies for guidance, b) provide standards and streamed training for WinS at school level and c) support school with budget. **Advocate** for a) early intro of WASH in ECCE and b) share openVEMIS results and component of MoET infrastructure baseline.

Table of Contents

Foreword

The WASH in Schools - Call to Action workshop marks a significant point in history for the Ministry of Education and Training. The workshop is the first to look closely, with education stakeholders, at the situation of WASH in schools and more importantly, to take action. This document provides an analysis of the current situation and the bottlenecks restricting the improvement of WASH facilities and service delivery.

Sustainable water, sanitation and hygiene interventions are urgently needed to improve the lives of school children throughout Vanuatu. The majority of schools do not have reliable sanitation facilities (e.g. toilets and hand-washing) and school water supplies are either unreliable or the water quality is unsafe for drinking. Studies show that these conditions negatively impact the learning outcomes of children, especially girls and children with a disability.

This workshop highlights the need for greater collaboration between MoET, MoH, DGMWR, and WASH and education sector partners. The recommendations of this document are intended to be implemented by all relevant stakeholders with MoET providing leadership. I wish to also extend the call to action to school management and communities across Vanuatu to improve learning environments for our children through WASH in Schools.

I look forward to the progressive implementation of these recommendations.

MINISTRY OF EDUCATION AND TRAINING
MINISTERE DE L'EDUCATION ET FORMATION
DIRECTOR GENERAL
DIRECTEUR GÉNÉRAL

Director General
Jesse Dick Joe

Background

Vanuatu is a Pacific Island country considered as a Small Island Developing State spread over about eighty-two islands, of which sixty-five are inhabited. The total population is approximately 280,000 with over 25% (79,736[1]) enrolled in school. In 2014, there were 568 ECCE, 433 Primary and 92 Secondary Schools and the majority (>95%) of schools are government owned and administered.

The Vanuatu Ministry of Education and Training's aim[2] is "… to create an education system, which provides good conditions for knowledge, skills and values development, with the view of enhancing a harmonious and peaceful society, conducive to the promotion of a sustainable way of life in Vanuatu".

Adequate WASH facilities and handwashing contribute to the "good conditions" to achieve this aim, however only 29% of school water supplies are reported as in good condition. In Vanuatu, the focus of WASH in schools is primarily on access to water. Globally, handwashing has shown the greatest potential to reduce the spread of fecal oral diseases[3] and can be considered as the spearhead of a WASH in Schools program. However, in Vanuatu, the focus on handwashing is not at the forefront of current WASH in schools programming. This is evident at the national level with no monitoring of handwashing facilities and one sanitation indicator (number of latrines) in the Vanuatu Education Management Information System (VEMIS). At the school level, a very basic form of sanitation (bush latrine) is often provided and is commonly placed close to the rubbish dumping area and is "out of sight, out of mind".

WASH in schools has many stakeholders including MoET (national, provincial and school level staff), relevant NGOs, school administration, Department of Geology, Mines and Water Resources, Ministry of Health, Public Works Department, UNICEF and donor partners. In MoET alone, the responsibility for WASH in Schools is spread across many units including, the Facilities Unit, School Based Management and the Curriculum Development Unit.

Opening Remarks

The Director of Education Services, Mr Roy Obed, gave opening remarks stressing the importance of WASH in schools. He noted the importance of the gathering to engage all relevant stakeholders to focus on WASH in Schools and call for action to address these issues. The Director linked the benefits of WASH in Schools to an ongoing cycle of improvement to increase school attendance, performance and ultimately leading to a healthy and wealthy Vanuatu.

The UNICEF Chief of Field Office, Mr Drew Parker, gave opening remarks stressing the importance of learning from global best practice to support the agenda of WASH in Schools in Vanuatu. For example, lessons from work in Pakistan to improve handwashing in schools was linked to a decrease in incidence of diarroeah by up to 40%. He also encouraged relevant stakeholders to play their part. For example, WASH in Schools needs an effective enabling environment through policy, budget, standards and ongoing support from academic staff and parent teacher associations.

[1] MoET Annual Statistics Digest Vanuatu, 2014
[2] http://moet.gov.vu/index.php?id=mission-statement
[3] Curtis, V and Cairncross, S. (2003): Effect of washing hands with soap on diarrhoea risk in the community: a systematic review. *The Lancet infectious diseases*, 3, 275-281.

Group work

Group work was conducted in four groups, analysed the current situation with problem trees and bottleneck analysis.

Problem tree analysis

The problem tree highlights the underlying problems and root causes to each of the problem statements. These are summarised in the tables below.

Problem statement	Schools in Vanuatu do not conduct daily hand washing with soap at critical times.
Underlying Problem	No water. No awareness. No facilities for handwashing. No soap.
Root causes	No supervisory visits from MoET to conduct monitoring and evaluation. Lack of school health policy. Poor funding.

Problem statement	Schools in Vanuatu do not have access to sufficient number of latrines that are safe, hygienic, gender appropriate and accessible by people with a disability.
Underlying Problem	Lack of funding. Lack of use. Lack of knowledge.
Root causes	Lack of training and monitoring for teachers and community. Teachers and children not trained in appropriate use and importance. Lack of knowledge of minimum standards and designs (e.g. # of latrines/# students) and appropriate design.

Problem statement	Schools in Vanuatu do not have access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities.
Underlying Problem	Poor water systems. Lack of funding. Land issues. Poor management of water sources.
Root causes	Poor design, operation and maintenance. Inactive government policies. Lack of job opportunities (linked to land issues).

Problem statement	School attendance in Vanuatu is interrupted by poor WASH in Schools (i.e. follow on from an emergency, lack of support for menstruating girls, diarrhoea)
Underlying Problem	Poor toilets. Not enough safe water available in schools for drinking and hygiene. Diseases.
Root causes	School management does not see WASH as a priority. Lack of WASH knowledge/awareness in school. Lack of resources to support infrastructure for facilities.

Figure 1 Jonathan Yona (Shefa PEO) presents root causes related to why schools in Vanuatu do not have access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities. Photo credit: 2016/Dow

Bottleneck analysis

A high level bottleneck analysis was conducted by 4 groups, including:

1. Bottleneck analysis of daily hand washing in schools in Vanuatu
2. Bottleneck analysis of the access to safe, hygienic, gender-appropriate sanitation in schools in Vanuatu.
3. Bottleneck analysis of the access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities.
4. Bottleneck analysis of the WASH factors that influence school attendance following an disaster event.

An expanded Tanahashi model is used to analyse the bottlenecks using the following determinants: enabling environment, supply, demand and quality. Each group was provided with a number of example determinants and indicators. Additional indicators were added by the participants. In the short workshop timeframe, particpants made an assessment of the score. Red = none, or very little, yellow = some or few and green = all or most. Each groups "score" was then vetted individually by the each group.

The results of the four bottleneck analysis were informative to formulate recommendations that address key bottlenecks. The bottleneck analysis is summarised in the following tables and key highlights are listed as:

- Of the 59 indicators, 30 (51%) were classified as red, indicating a severe bottleneck. 28 of 59 (or 47%) indicators are yellow, indicating a minor bottleneck and 1 out of 59 (or 1%) is green indicating no bottleneck.

- Across each bottleneck analysis, the enabling environment is red, indicating a severe bottleneck.
- Handwashing is severely bottlenecked by lack of demand.
- Access to sanitation and water supply is severely bottlenecked by lack of supply.
- Lack of budget allocation at the national and school level is a key bottleneck identified in both the enabling environment and an indication of lack of demand.
- Lack of access to adequately staffed services and information (i.e. teachers and nurses) is a key bottleneck. Note: this is not necessarily referring to poor teaching but also the lack responsibility taken by parent teacher association and academic staff.

Figure 2 Oxfam Vanuatu, Department of Geology, Mines and Water Resources, Seventh Day Adventist Education Administrator and UNICEF discuss the bottlenecks to daily handwashing in schools in Vanuatu Photo credit: 2016/Dow

Table 1 Bottleneck analysis of daily hand washing in schools in Vanuatu

Parameter	Determinants	Indicators	Score
Enabling environment	Social Norms	1. Proportion of households where place for hand washing was observed, and water and soap is available.	
	Legislation/ Policy	2. Existence and quality of national minimum standards for WASH in schools	
		3. Proportion of schools with a Health Policy	
	Budget and Expenditures	4. Adequacy of national government budget allocation for WinS (Budget and Expenditures)	
	Governance/ Partnerships	5. Presence of clear institutional arrangements and responsibilities for WASH in Schools at the national and provincial levels	
		6. Proportion of schools with functioning School Boards or School Committees	
		7. Degree to which handwashing facilities and practice of handwashing is monitored through VEMIS.	
Supply	Availability of essential commodities/inputs	8. Proportion of schools with access to an improved water source	
		9. Proportion of schools with handwashing facilities near the toilets	
		10. Availability of consumables hand washing soap	
	Access to adequately staffed services and information	11. Proportion of schools teaching basic knowledge of health and disease	
		12. Teachers available, willing and responsible for handwashing	
Demand	Budget available (Financial access)	13. Proportion of schools reporting a budget for WASH (including soap and handwashing facilities)	
	Social cultural acceptability	14. Proportion of households where place for hand washing was observed, and water and soap is available.	
	Continuity	15. Proportion of handwashing facilities in good condition and in use	
Quality	Quality	16. Proportion of schools water supplies in good condition	
		17. Quality of implementation of hygiene education curriculum and supervised handwashing	

	Green = all or most. No bottleneck.
	Yellow = some or few. Minor bottleneck.
	Red = none, or very little. Severe bottleneck.

Table 2: Bottleneck analysis of the access to safe, hygienic, gender-appropriate sanitation in schools in Vanuatu.

Parameter	Determinants	Indicators	Score
Enabling Environment	Social Norms	1. All schools are expected to have clean, safe latrine for girls, boys and teachers and are accessible by people with a disability	
	Legislation/ Policy	2. National legislation is available for WASH in Schools	
		3. Government/education sector policy reflects sanitation requirements	
	Budget/ Expenditure	4. A budget is available for sanitation (capital and reccurent) at schools as part of the national allocation	
	Governance/ Partnerships	5. There is a clear definition for roles and responsibilities for sanitation at schools	
Supply	Availability of essential commodities/inputs	6. % of schools with access to a safe and functioning latrine	
		7. % of schools with latrines accessible by people with disabilities?	
	Access to adequately staffed services and information	8. % of schools with trained teachers on hygiene promotion and dedicated staff for operation and maintenance of sanitation facilities?	
		9. % of teachers trained on WASH	
Demand	Budget available (Financial access)	10. % of schools that keep sanitation facilities operational with a dedicated budget.	
	Social cultural acceptability	11. % of schools with separate latrines for boys and girls	
	Continuity of use	12. % of latrines functioning at schools	
Quality	Quality	13. % of schools with an improved latrine (Note: a bush latrine with a solid cleanable slab is improved)	

	Green = all or most. No bottleneck.
	Yellow = some or few. Minor bottleneck.
	Red = none, or very little. Severe bottleneck.

Table 3: Bottleneck analysis of the access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities.

Parameter	Determinants	Indicators	Score
Enabling Environment	Social Norms	1. All schools are expected to have water available for drinking and hand washing	
	Legislation/ Policy	2. National legislation is available for WASH in Schools	
		3. Government/education sector policy reflects requirements for water.	
	Budget/ Expenditure	4. A budget is available for water supply (capital and recurrent) at schools as part of the national allocation.	
	Governance/ Partnerships	5. There is a clear definition for roles and responsibilities for water at schools.	
Supply	Availability of essential commodities/inputs	6. % of schools with access to an improved water source.	
	Access to adequately staffed services and information	7. % of schools with dedicated staff for operation and maintenance of sanitation facilities?	
Demand	Budget available (Financial access)	8. % of schools that keep water facilities operational with a dedicated budget in school budget.	
	Social cultural acceptability	9. % of school water supply that does not also support community (I.e. community does not depend on school water supply)	
	Continuity of use	10. % of schools with well-maintained water supply	
Quality	Quality	11. % of schools with a reliable source of water	
		12. % of schools with multiple drinking water sources	
		13. % of schools water supply functioning reliably after installation/last rehabilitation	
		14. % of schools with rainwater catchment with good/fair roof, gutter and downpipe.	

	Green = all or most. No bottleneck.
	Yellow = some or few. Minor bottleneck.
	Red = none, or very little. Severe bottleneck.

Table 4 Bottleneck analysis of the WASH factors that influence school attendance following an disaster event.

Parameter	Determinants	Indicators	Score
Enabling Environment	Social Norms	1. All schools are expected to be opened as soon as possible following a disaster event	
	Legislation/ Policy	2. National legislation is available for WASH in Schools in emergency	
		3. Government/education sector policy reflects standard operating procedures (S.O.P.) in the event of an emergency	
	Budget/ Expenditure	4. A budget is available for WASH resilience (capital and recurrent) at schools as part of the national allocation	
	Governance/ Partnerships	5. There is a clear definition for roles and responsibilities for WASH in Schools in an emergency	
Supply	Availability of essential commodities/inputs	6. % of schools with access to a resilient water source (	
		7. % of schools with adequate storage (say 60 days storage for 2L/person/day)	
		8. % of schools with water treatment kits (point of use treatment)	
		9. % of schools with access to a resilient sanitation	
	Access to adequately staffed services and information	10. % of schools with dedicated staff for operation and maintenance of sanitation facilities and immediate repairs	
Demand	Budget available (Financial access)	11. % of schools that keep WASH facilities operational with a dedicated budget in school budget.	
	Social cultural acceptability	12. % of school WASH facilities that does not also support community (I.e. community does not depend on school WASH facilities)	
	Continuity of use	13. % of schools with well-maintained WASH facilities	
Quality	Quality	14. % of schools with multiple drinking water sources	
		15. % of school WASH designed and constructed with resilience guidelines.	

	Green = all or most. No bottleneck.
	Yellow = some or few. Minor bottleneck.
	Red = none, or very little. Severe bottleneck.

Presentations

Bottleneck analysis of handwashing in schools in Vanuatu

A brief presentation was provided on "A Bottleneck Analysis of Handwashing in Schools in Vanuatu". The bottleneck analysis utilises secondary information to provide a more accurate picture of the bottlenecks associated with handwashing in Vanuatu schools, building on the findings presented from the group work. The full report is provided in Annex IV and three of the key findings are:

- 79% of schools are "supplied" with an improved water source, however this is bottlenecked by the poor condition of water supplies. 29% of school water supplies are in poor condition, indicating poor maintenance.
- Hygiene education is "supplied" in 94% of schools but the quality of hygiene education shows a severe bottleneck. This indicates a need for improved training and monitoring of education.
- 22% of schools have hand-washing facilities near the toilets (demand) but 55% of households have a place for hand washing with soap and water (social norm). This indicates that the social norm at home is not being transferred to school.

WASH in Minimum Infrastructure Standards

The Facilities Unit, within the MoET, presented the minimum infrastructure standards for schools, which includes a what a school *must have* and *should have* in terms of WASH.

In addition, a baseline infrastructure survey has been completed at all primary and secondary schools in Vanuatu using a number of WASH indicators, however these are not part of the current infrastructure standards. The presentation is provided in Annex V.

WASH in Minimum Quality Standards for Primary Schools

WASH is represented explicitly in the Mininum Quality Standards for Primary schools in 4 indicators (standard 8 – 11), these are:

- Standard 8: Teachers and students maintain good personal hygiene and mechanisms are in place to support teachers and students
- Standard 9: School buildings meet the MoE facility standards, school head conducts annual safety audits of buildings and a school maintenance plan is implemented
- Standard 10: Teachers and students have access to at least 2 litres of potable water every day
- Standard 11: School policies have been developed and are implemented to protect school staff and students

An investment in WASH also has a direct improvement in 5 additional standards (standards 1,2, 12, 13 and 14) including equity in the gender and inclusion dimensions and school attendance. The School Based Management Unit is responsible to support primary schools in achieving these minimum standards. The presentation is provided in Annex VI.

WASH in OpenVEMIS

WASH is represented at a rudimentary level in openVEMIS. A presentation of VEMIS data from 2014 highlighted the level of analysis available from the current indicators. The indicators available in VEMIS do not provide a full picture of the current status of WASH in schools, these are:

- Water: A water quality indictor only is included (inherent in Type and Safety). Proximity, functionality, accessibility and quantity are not represented in VEMIS. The type of water supply recorded does not align with global best practice of WHO/UNICEF Joint Monitoring Programme (JMP), which is also adopted by the Vanuatu National Statistics Office.
- Sanitation: A quantity indicator only is included (# of boys/girls toilets). Functionality, gender, accessibility and quality are not represented in VEMIS.
- Hygiene: A hygiene indicator is not included. Functionality, presence of soap and evidence hygiene taught is not represented in VEMIS.

The presentation is provided in Annex VII.

WASH in Curriculum

WASH is in school curriculum and is also offered in teacher training. In schools, WASH is integrated through the primary syllabus: Healthy Living, through the secondary syllabus (Year 7 – 10): Health and Hygiene, and the senior syllabus (Year 11-13): Family Life Education. In teacher training, a WASH module is available to first year teachers and in mainstream Family Life Education and biology training.

WASH in curriculum engages school teachers as the one of the most important influences of good hygiene behaviour. The presentation is provided in Annex VIII.

Panel Discussion

A panel discussion gave participants an opportunity to ask questions regarding the various presentations in an open forum. The discussions were informative and influential to ensure the workshop recommendations address the relevant bottlenecks.

Discussion highlights are summarised below:

Question	Response
What is the core objective of VEMIS?	VEMIS is an information collection, analysis and dissemination tool for decision makers within MoET. For example, the school grant is calculated by the data entered into VEMIS. VEMIS is transitioning from a paper format to an online system.
If VEMIS has collected information why has those information not been used?	Data collected through VEMIS requires better analysis and dissemination. Current indicators for WASH are not fully informative of the actual situation.
Why are we still addressing WASH in 2016 despite the MoU between MoH and MoET, forming the Health Promoting Schools intitiative?	Improvements in WASH in Schools have not taken an incremental improvement apporach. Rather, there have been some infrastructure advancements and development of policy in schools but this has not been taken to scale due to poor funding etc. WASH in schools needs greater attention and collaboration of all relevant stakeholders. Specific comments targetted the need for units within the Ministry of Education to work together and provide an enabling environemnt at the school level through the input of Zone Curriculum Advisors (ZCAs).
Does the PEO have power to support WASH in schools at the provincial level?	The overall response was yes. The PEO has the power and responsiblility but does not have the resources (funds and human resources) to support.

Is there any mechanism for units within MoET to meet to discuss WASH in Schools?	No. There is a need for each unit to identify its role in WASH in schools and engage in common action through a WASH in Schools group. The Health Promoting Schools group includes WASH in Schools, but works primarily at a policy level. The agenda of WASH in Schools can be used as an entry point to promote all Health Promoting Schools activities. For example, the introduction of Sweet Drinks Policy.
Where is WASH in the VITE (Teachers Training) curriculum?	WASH is offered as an elective in the 1st year of the teachers training. This training is provided Live and Learn until it is integrated across relevant subjects (e.g. reproductive health, language and science) in September 2016.

Figure 3 Panel experts (L to R): Miriam Abel (WHO) , Jonathan Yona (Shefa PEO), Glenden Ilaisa (HPS Chairman) and Anneth Theophile (VITE) answer questions from workshop participants Photo Credit: 2016/Coulon-Henri

Recommendations

The recommendations target four areas for improvement in coordination, monitoring, scaling-up at the school level and advocacy.

Coordination

Coordination is working to provide an enabling environment through effective legislation, networking with stakeholders, provision of adequately trained staff and supply of adequate funds.

1. Clarify roles and responsibilities for coordination of WASH activities in schools. MoET to take lead with a WASH focal point.
2. Consolidate and review WASH in Schools standards, policy and guidelines in line with best practices.
3. Develop ongoing training program for school committees/teachers on budgets, and budget management/legislation/policy/standards and principles of WASH in Schools
4. Develop budget line for WASH in national budget and provide guidance of expenditure in school budget.

5. Complete stakeholder mapping with roles and responsibilities of ministries, NGOs, PEOs, School reps and churches and potential for further collaboration.

Monitoring

Monitoring is essential to build the evidence base for WASH in Schools.

1. Revise WASH indicators through openVEMIS to include comprehensive WASH indicators.
2. DGMWR and VEMIS to discuss harmonisation of WASH in Schools infrastructure baseline and DGMWR Water Inventory.
3. Support schools to update openVEMIS with current WASH information.

Scaling-up at the school level

Scaling-up at the school level is to see greater impact at the school level through increased quality of WASH programming at schools.

1. Provide standardised and streamed training for WinS to include, teachers, school (WASH) committees, school council, O&M staff and students
2. Support school level with sufficient budget specifically for WASH in schools.
3. Support schools to develop WASH inclusive health policies using Health Promoting Schools national policies and standards for guidance.

Advocacy

Advocacy is to raise the profile of WASH in schools in Vanuatu

1. Advocate for early intro of WASH in ECCE
2. Share openVEMIS results and WASH component of MoET infrastructure baseline with other stakeholders for action.
3. In line with MoET direction, all faith based organisations and civil society to advocate for WASH in Schools through various mediums. Suggested topics include: The Burden of WASH in Schools on Girls, The burden of WASH in Schools on Children with Disabilities, The Positive Impact of WASH in Schools on Communities.

See Annex IX for the summary table of recommendations with associated key issue, ranking (high, medium/low), proposed completion date and responsible partner.

Closing remarks

The Director of Education Services closed the workshop with final remarks. The highlights of the closing remarks include:

- The Minister of Education and Director General were briefed on the workshop and eagerly looking forward to the outcomes and recommendations.
- There is a need for an aggressive intervention in WASH in Schools, specifically by school principals and teachers to take this initiative forward. There is no excuse. Further, the Director of Education, through Local Education Group (LEG), will support the outcomes of this workshop. In the past, WASH in Schools was addressed on an ad-hoc basis but will now be better coordinated with MoET ownership. For example, the PEO for SHEFA will present the recommendations from this workshop in the upcoming PEO meeting.
- There is enough talking. The solution starts with where the problem is. The individual must take ownership and have the will to change.
- The outcomes of the workshop will be included in the agenda of the next MoET business plan.

Annexes

GOVERNMENT
OF THE REPUBLIC
OF VANUATU

DEPARTMENT OF EDUCATION AND TRAINING

EDUCATION SERVICES
Private Mail Bag 028
Port Vila - Vanuatu
Tel : (678) 22309 - Fax : 23289

GOUVERNMENT
DE LA REPUBLIQUE
DE VANUATU

DEPARTEMENT DE L'EDUCATION ET DE LA FORMATION

SERVICE EDUCATIF
Sac Postal Réservé 028
Port Vila - Vanuatu
Tel :(678) 22309 - Fax : 23289

unicef

LIVE&LEARN
Environmental Education

Subject: Invitation to WASH in Schools Stakeholder Workshop

We write to formally invite you to attend the above mentioned training to be held at Financial Services Commission conference room on the 18th to the 20th of May 2016.

MoET recognizes that adequate water, sanitation and hygiene (WinS) at schools is a contributing factor to improving the health of children, boosting school attendance and achievement, and promotes equity in the gender and inclusion dimension.

The purpose of the training is to present a snapshot of WinS in Vanuatu and investigate the road to improvement.

The objectives and outcomes of the training is to:

1. Develop Vanuatu specific analysis, including problem trees, theory of change, bottleneck analysis and analysis of existing school WASH surveys.
2. Present potential frameworks and approaches to improve WinS.
3. Engage relevant stakeholders through a Call to Action, working at all levels from coordination, advocacy, scaling up at the school level and monitoring.

This training is part of the on-going effort and opportunity for MoET and the education sector to fulfill its aim to create an education system, which provides good conditions for knowledge, skills and values development, with the view of enhancing a harmonious and peaceful society, conducive to the promotion of a sustainable Way of life in Vanuatu.

Please confirm your participation to myself gilaisa@vanuatu.gov.vu and UNICEF WASH officer Andy Dow (adow@unicef.com) at your earliest convenience.

Yours faithfully,

REPUBLIC OF VANUATU Education Services DIRECTOR du Service Educatif REPUBLIQUE DE VANUATU

Roy Obed
Director of Education Services

ANNEX I

Problem statement: Poor WASH in Schools is contributing to poor health of children, poor attendance and performance in school and enforces gender and social inclusion inequalities.

1. Purpose: Present a snapshot of WinS in Vanuatu and investigate the road to improvement.
2. Outcome:
   a) Develop Vanuatu specific example analysis (problem tree, theory of change, bottleneck analysis, school surveys).
   b) Presentation of potential frameworks/methods to improve WinS.
   c) Relevant stakeholders are engaged in WinS through *"Call to action"*.

Time	Wednesday 18th May 2016	Thursday 19th May 2016	Friday 20th May
Theme	*Intro and problem identification*	*Road to improvement*	*Call to action*
8. 00 – 09.00 am	Registration	Registration	Registration
9. 00 – 10.00 am	Introduction to WinS	Presentation of National Bottleneck analysis of hand washing in schools	Summary and recap of sessions
	Group work - Problem tree analysis	Stocktake of current standards and policies	
10. 00 – 10. 30am	Coffee break	Coffee break	Coffee break
10. 30 – 12. 00	Group work and presentation of problem trees	Group work - Theory of change	Group work – call for action groups. Coordination, Advocacy, Scaling up at the school level, and Monitoring.
12. 00 – 13. 00	Lunch Break	Lunch Break	Lunch Break
13. 00 – 14. 00	Introduction to Bottleneck analysis	Group work – Theory of change	Presentation of group work and closing
14. 00 – 15. 30	Group work – bottleneck analysis for hand washing in schools		

ANNEX II

Time DAY 1		**Wednesday 18th May 2016**		
Theme		*Intro and problem identification*	*Details*	*Key facilitator/person responsible*
8. 00 – 09.00 am	1 hr	Registration		
9. 00 – 10.00 am	30 mins	Opening remarks	Opening remarks Why WASH in Schools – strong emphasis on linking WASH in Schools to a) Improvements in Children's Health, b) Boost is school attendance and achievement, c) Promotes equity – Gender and Equity, d) reaches families and communities. Key question: Why WASH in Schools?	Roy Obed (Director of Education) Drew Parker (UNICEF Chief of Field Office)
	30 mins	Group work - Problem tree analysis	Four groups to identify root causes of WinS. Suggested topics. a) Poor handwashing in schools. (must use – so that it can be utilised in bottleneck analysis) b) The pupil to toilet ratio does not meet national standards. (incorporate Gender/Inclusion) c) 70% of school water supplies in Vanuatu are in poor condition. d) School attendance is interrupted through emergency events (e.g. drought and cyclone).	Key facilitator: David Coulon Group facilitators: Andy Dow Hilson Toaliu David Coulon Iva Koroisamanunu
10. 00 – 10. 30am		Coffee break		
10. 30 – 12. 00	1 hr 30	Group work and presentation of	30mins – continue group work 15 mins x 4 groups presentation	

ANNEX II

	mins	problem trees		
12. 00 – 13. 00		Lunch Break		
13. 00 – 13. 30	30 mins	Introduction to Bottleneck Analysis	Introduce theory of Bottleneck Analysis Illustrate with example of bottleneck analysis of Poor handwashing in schools in Vanuatu	Key facilitator: Andy Dow
13. 30 – 14. 30	1 hr	Group work – bottleneck analysis	In 4 groups, conduct bottleneck analysis of WinS Follow on from problem tree	Group facilitators: Andy Dow Hilson Toaliu David Coulon Iva Koroisamanunu
14.30 – 15.30	1 hr	Presentation of group work	15 mins presentation time x 4	Key facilitator: Andy Dow

ANNEX II

Time **DAY 2**		**Thursday 19th May**		
Theme		*Road to improvement*	*Details*	*Key facilitator/person responsible*
8. 00 – 9.00 am	1 hr	Registration		
9. 00 – 10.00 am	15 mins	Presentation of National Bottleneck analysis of hand washing in schools	Example from Emory course work	Key facilitator/presenter: Andy Dow
	45 mins	Stocktake of current standards, policies and monitoring.	15 mins - Present on Minimum Infrastructure Standards 15 mins - Present on Minimum Quality Standards for Primary Schools 15 mins - Present on openVEMIS and the potential for monitoring 15 mins Present on WASH in Curriculum VITE Key questions: What are the current WinS standards? How are the standards being applied? How are standards being monitored?	Key facilitator: Bob Nikaih (Facilities Unit) Marcel Yamsiu (School Based Management) Cobin Ngwero VITE

ANNEX II

10. 00 – 10. 30am		Coffee break		
10.30 – 11.00	30 mins	Panel Discussion: What has worked vs what has not worked	Lessons Learnt – past WinS programmes Key questions: What went wrong?	Key Facilitator: David Coulon
11.00 – 12. 00 pm	1 hr	Group work - Theory of change	Present on theory of change Illustrate with examples from Live and Learn. Describe/Introduce group work Key questions: How do we meet the standards? What is the road to improvement?	Key Facilitator: David Coulon
12. 00 – 13. 00		Lunch Break		
13. 00 – 14. 30 pm		Group work – Theory of change Presentation – Theory of change	30 mins of group work 1 hour presentations	Key Facilitator: David Coulon

ANNEX II

Time		Friday 20th May		
Theme		*Call to action*		
8. 00 – 9.00 am	1 hr	Registration		
9. 00 – 10.00 am	15 mins	Summary and recap of sessions	Key question – have we reached the objectives of the workshop?	Key facilitator: Andy Dow
	45 mins	Group work – call for action groups. 1. Coordination, 2. Advocacy, 3. Scaling up at the school level, 4. Monitoring.	In 4 groups, 1. Identify key issues/challenges, 2. What level of priority, 3. Option to address issue/challenge, 4. Timeframe to be completed and 5. Responsible partner.	Key facilitator: Andy Dow 1. Coordination – Hilson Toaliu 2. Advocacy - David Coulon 3. Scaling up at the school level – Iva Koroisamanunu 4. Monitoring – Andy Dow
10. 00 – 10. 30am		Coffee break		
10. 30 – 12. 00		Group work Presentation of action points	Group work 30 mins 15 min x 4 group's presentation	
12. 00 – 13. 00		Lunch Break		

ANNEX II

Participant List
18th – 20th May

	First name	Surname	Sex	Organisation	Contact
1	Roy	Obed	M	Directorate MoET	22309
2	Serah	V-Liki	F	MoET	7763153
3	Glenden	Ilaisa	M	MoET	5380254
4	Cobin	Ngwero	M	MoET Policy and Planning	22309
5	Bob	Nikahi	M	MoET Facilities Unit	7313392
6	Leisel	Masingiou	F	MoET Curriculum Unit	7734068
7	Andre	Ewards	M	MoET Facilities Unit	7770678
8	Donald	Kalsong	M	Shefa Education	5618721
9	Karen	Simon	F	Shefa Education	5353738
10	Jonathan	Yonah	M	Shefa Provincial Education Office	7749989
11	Lui	Caleb	M	Shefa Education	7787003
12	Obed	Tabi	M	DGMWR RWS	5384543
13	Makali	Arzen	M	DGMWR RWS	7735221
14	Nellie	Wulouseje	F	MoH Public Health	7736663
15	Chapman	Mageror	M	VESP MoET	7110907
16	Gordon	Craig	M	VESP MoET	-
17	Sam	Blondel	M	LLEEV	5986808
18	Simione	Tavoa	M	LLEEV	35448
19	John	Alick	M	LLEEV	5906655
20	David	Coulon	M	LLEEV	7787229
21	Jake	Ward	M	Oxfam	7753164
22	Len	Tambe	M	Peace Corps	5508838
23	Excellent	Shing	F	Peace Corps	5923322
24	Mcarthy	Aga	M	PWD	5738774
25	Ellis	Lee	F	Red Cross	7750857
26	Sofia	Lardies	F	Red Cross	7753810
27	Shantony	Moli	F	Save the Children	5447215
28	Gilrick	Joshua	M	SDA Education	7789721
29	Theophile	Annette	F	VITE	7760573
30	Myriam	Abel	F	WHO	7790849
31	Hilson	Toaliu	M	UNICEF	7754140
32	Christina	Karae	F	UNICEF	7775809
33	Rebecca	Olul	F	UNICEF	7766604
34	Drew	Parker	M	UNICEF	24862
35	Andrew	Dow	M	UNICEF	5462813
36	Karen	Soanes	F	NZ High Commision	22933

ANNEX III

VANUATU: Bottleneck analysis of hand washing in schools

David Coulon-Henri, Marlene Delis (Live and Learn), and Andy Dow (UNICEF)

Figure 1: Students washing hands for Children's Day Celebration, Siviri, Vanuatu © Arlene Bax Photography/2015/Bax

Abstract

WASH in Schools is an increasingly important issue in Vanuatu. To date, the focus of WASH in schools has been primarily on water however, hand washing has shown the greatest potential to reduce the spread of fecal oral diseases[1]. This makes it an effective spearhead for WASH interventions.

An expanded Tanahashi model has been used to investigate bottlenecks to planning and improvement of handwashing in schools in Vanuatu across four areas: enabling environment, supply, demand and quality. Of the 14 indicators measured, eight were found to be severe bottlenecks, two were categorized as minor and four were considered to be on track/no bottleneck. With regard to supply, the lack of availability of essential inputs, such as water, soap and basic knowledge represents a minor bottleneck. For instance, only 51 per cent of schools were found with soap, whereas 22 per cent of schools have handwashing facilities near latrines, indicating a severe bottleneck. Within the enabling environment, the absence of WASH in Schools standards that incorporate handwashing, indicates a severe bottleneck.

It is clear that there are a number of critical national and school level-bottlenecks that need to be addressed to improve handwashing in schools. The analysis concludes with targetted recommendations to remove bottlenecks. To this end, one of the recommendation is for a "Call to

[1] Curtis, V and Cairncross, S. (2003): Effect of washing hands with soap on diarrhoea risk in the community: a systematic review. *The Lancet infectious diseases*, 3, 275-281.

Action" to engage stakeholders at all levels to achieve the MoET's goal of providing good conditions for quality education.

Purpose and Objective

The purpose of this analysis is to investigate the bottlenecks associated with poor hand washing, in schools in Vanuatu. The objective is to provide WASH in Schools stakeholders with a clear analysis of bottlenecks to inform programming of handwashing in schools as a spearhead of WASH interventions.

The primary audience for this evaluation is the Vanuatu Ministry of Education and Training (MoET) and Ministry of Health (MoH). The secondary audiences are other stakeholders working in WASH in Schools.

Country Context

Vanuatu is a Pacific Island country considered as a Small Island Developing State spread over about eighty-two islands, of which sixty-five are inhabited. The total population is approximately 280,000 with over 25% (79,736[1]) enrolled in school. In 2014, there were 568 ECCE, 433 Primary and 92 Secondary Schools and the majority (>95%) of schools are government owned and administered.

The Vanuatu Ministry of Education and Training's aim[2] is "… to create an education system, which provides good conditions for knowledge, skills and values development, with the view of enhancing a harmonious and peaceful society, conducive to the promotion of a sustainable way of life in Vanuatu".

Adequate WASH facilities and handwashing contribute to the "good conditions" to achieve this aim, however only 29% of school water supplies are in good condition. In Vanuatu, the focus of WASH in schools is primarily on access to water. Globally, handwashing has shown the greatest potential to reduce the spread of fecal oral diseases[3] and can be considered as the spearhead of a WASH in Schools program. However, in Vanuatu, the focus on handwashing is not at the forefront of current WASH in schools programming. This is evident at the national level with no monitoring of handwashing facilities and one indicator (number of latrines) in the Vanuatu Education Management Information System (VEMIS). At the school level, a very basic form of sanitation (bush latrine) is often provided and is commonly placed close to the rubbish dumping area and is "out of sight, out of mind". These indicators, amongst others investigated in this analysis, indicate that there are significant bottlenecks to provide good WASH conditions and improved handwashing.

Methodology

Key analysis question: What are the major bottlenecks of handwashing in schools in Vanuatu?

An expanded Tanahashi model is used to analyse the bottlenecks using the following determinants: enabling environment, supply, demand and quality.

The evaluation was conducted through a desk review utilising current data collected from various sources including VEMIS, DHS, MoET's Infrastructure baseline, UNICEF's school principal survey in Penama and various reports on the use of schools grants. No additional fieldwork was conducted.

[1] MoET Annual Statistics Digest Vanuatu, 2014
[2] http://moet.gov.vu/index.php?id=mission-statement
[3] Curtis, V and Cairncross, S. (2003): Effect of washing hands with soap on diarrhoea risk in the community: a systematic review. *The Lancet infectious diseases*, 3, 275-281.

Bottleneck analysis

Category	Determinant	Vanuatu WinS Indicators	Source	Assessment
Enabling environment	Legislation and Policy	1. Existence and quality of national minimum standards for WASH in schools	Desk review of MoET policy, guidelines and standards	10%
		2. Proportion of schools with a Health Policy	HPS, 2014	30%
	Budget and Expenditures	3. Adequacy of national government budget allocation for WinS	Desk review of MoET policy and Finance reports	20%
	Management and Coordination	4. Presence of clear institutional arrangements and responsibilities for WASH in Schools at the national and provincial levels	Desk review of MoET policy, guidelines and standards	20%
		5. Proportion of schools with functioning School Boards or School Committees	HPS, 2014	80%
	Monitoring	6. Degree to which handwashing facilities and practice of handwashing is monitored through VEMIS.	VEMIS, 2014	0%
Supply	Availability of consumables or Inputs	7. Proportion of schools with access to an improved water source	VEMIS, 2014	79%
		8. Proportion of schools with handwashing facilities near the toilets	MoET Infrastructure Baseline (Survey in Epi), 2015	22%
		9. Availability of consumables handwashing soap	MoET Infrastructure Baseline (Survey in Epi), 2015	51%
		10. Proportion of schools teaching basic knowledge of health and disease	HPS, 2014	94%
Demand	Financial Access	11. Proportion of schools reporting a budget for WASH (including soap and handwashing facilities)	Desk review of school grant guidelines, study by ALAC and openVEMIS school budget records	20%
	Social Norms	12. Proportion of households where place for hand washing was observed, and water and soap is available.	VDHS, 2013	55%
Quality	Quality	13. Proportion of schools water supplies in good condition	VEMIS, 2014	29%
		14. Quality of implementation of hygiene education curriculum and supervised handwashing	Desk review of VITE curriculum and stocktake of teachers resources	20%

0 - 33% Severe Bottleneck
34% - 66% Minor Bottleneck
67% - 100% On track/ No bottleneck

ANNEX IV

Enabling environment

Legislation and Policy

Indicator 1: Existence and quality of national minimum standards for WASH in schools

National minimum standards for WASH in schools are non-existent or not of a high quality. For water there are minimum standards for quantity but there is an absence of standards for quality, accessibility, functionality and proximity. The School Based Management's Minimum Quality Standards for primary schools does not explicitly state minimum standards for sanitation or hygiene. The authors have given this indicator a score of 10% as the inadequacy of minimum standards represents a severe bottleneck

Indicator 2: Proportion of schools with a Health Policy

Schools in Vanuatu are encouraged to develop a Health Policy using national/health promoting schools guidelines for which the guidelines include handwashing at critical times. A survey of 49 schools in Shefa province indicated that a health policy is in place in 30% of schools. It is not known if handwashing is included in each schools specific policy.

Budget and Expenditures

Indicator 3: Adequacy of national government budget allocation for WinS

In 2014 24% of the GoV budget was allocated to the MoET but the majority of this budget is for remuneration of staff. There is no specific national budget for WinS. A schools grant system of 8,900 vatu/student/year is in place for schools in Vanuatu. An estimate of the total cost to provide handwashing at all schools has not been made The authors have given this indicator a score of 20%, as this indicates a severe bottleneck.

Management and Coordination

Indicator 4: Presence of clear institutional arrangements and responsibilities for WASH in Schools at the national and provincial levels

There is currently no clear coordination mechanism for WASH in Schools. Whilst MoET is mandated to ensure access to quality education, the Ministry of Health and the Department of Geology, Mines and Water Resources also have a role to play, although this is not formalized. The authors have given this indicator a score of 20% as it is a major bottleneck.

Indicator 5: Proportion of schools with functioning School Boards or School Committees

80% of the schools surveyed in Shefa province have a functioning school board or school committee. This structure at school level presents an opportunity to work through them to improve handwashing in schools through development of school budget and advocating for handwashing in schools . This is not a bottleneck.

Monitoring

Indicator 6: Degree to which handwashing facilities and practice of handwashing is monitored through VEMIS.

The VEMIS data does not monitor the presence of handwashing facilities. However, a recent infrastructure baseline assessment by the MoET's Facilities Unit does provide indicators of the presence of soap and water for handwashing, and if the school educates students on handwashing. Until this becomes part of the openVEMIS monitoring package, the score will remain as 0% as it is a severe bottleneck to advocate for handwashing at schools.

Top left: 78% of schools do not have a place for handwashing with soap and water. Photo credit: 2016/Dow

Top right: Example of a low-cost construction of a group handwashing station in Vanautu. Photo credit: 2016/Coulon-Henri

Bottom left: Example of non – functional handwashing station. Photo credit: 2016/Dow

Supply

Availability of consumables or Inputs

Indicator 7: Proportion of schools with access to an improved water source

VEMIS 2014 data indicates that 79% of schools have access to an improved water source (rainwater, drinkable well, piped water). This is an indication of systems that have been installed but does not consider functionality or condition. The supply of an improved water source is not a bottleneck.

Indicator 8: Proportion of schools with handwashing facilities near the toilets

The MoET infrastructure baseline indicates that 22% of schools have handwashing facilities near the toilets. This represents a severe bottleneck in handwashing at critical times.

Indicator 9: Availability of handwashing soap

51% of schools had soap available on the day of visit. This represents a minor bottleneck. There is anecdotal evidence that schools prefer to purchase soap direct from Port Vila, rather than purchase on a week-to-week basis from the local cooperative store. Preference to purchase soap is on a case-by-case scenario depending on access to the supply chain.

Indicator 10: Proportion of schools teaching basic knowledge of health and disease

The Health Promoting Schools survey indicates that health and disease are taught in 94% of schools. This education is important in linking poor handwashing to poor health and disease. The effectiveness or quality of this education is commented on in indicator 14.

Demand

Financial Access

Indicator 11: Proportion of schools reporting a budget for WASH facilities (including soap and handwashing facilities)

There is no explicit reporting line in the budget for soap or maintenance/construction of handwashing stations. This does not mean to say that there is no expenditure on WASH, but it does highlight that this is not considered a priority. In 2013, a survey conducted across 41 schools in 3 provinces indicated that there was little understanding of the true scope of the school grant policy. It is believed that this misunderstanding extends to the expenditure on WASH, in particular for construction of handwashing stations. Given the situation, the authors have given a score of 20%, indicating a severe bottleneck.

Social Norms

Indicator 12: Proportion of households where place for hand washing was observed, and water and soap is available.

The National Demographic Health Survey provides indication of the social norm of handwashing at home. 55 per cent of households were observed to have a place for handwashing, and soap and water is available. Since over 25 per cent of the population of Vanuatu is enrolled in school, there is an opportunity to improve this social norm through effective behavior change in schools. However, indicator 8 states that there is more handwashing in the home than at school.

Quality

Indicator 13: Proportion of schools water supplies in good condition

The recent El Nino period in Vanuatu has highlighted the poor condition of water supplies and the impact on the ability of water sources to provide adequate water. Many rainwater dependent schools lock tanks on the basis of rationing water, as to not “waste” water on non-drinking purposes such as handwashing. The VEMIS 2014 data indicates that only 29% of schools have water supplies in good condition. This is a severe bottleneck to effective handwashing in schools.

Indicator 14: Quality of implementation of hygiene education curriculum and supervised handwashing

Until recently, training on WASH was not provided at the Vanuatu Institute of Training and Education. The lack of teacher training and limited supply of teaching resources has an impact on the quality of hygiene education at a school level. Moreover, handwashing in its various forms (e.g. group handwashing) is not commonly practiced as part of the school routine and curriculum. Given the situation, the authors have given this indicator a score of 20%, indicating a severe bottleneck.

Conclusion

Poor handwashing at schools is due to a number of bottlenecks ranging from disabling environment, interrupted supply, low demand and compromised quality. Of the 14 indicators measured, eight were found to be severe bottlenecks, two were categorized as minor and four were considered to be on track/no bottleneck. Five out of the six indicators in the enabling environment were categorised as severe, having an impact on the other categories downstream. There is no bottleneck in the “supply” of an improved water source, however this is later bottlenecked by the poor condition of water supplies. In the same manner, hygiene education is “supplied” in 94 per cent of schools (no bottleneck) but the quality of hygiene education shows a severe bottleneck. Financial factors are analysed at the national and school levels, indicating a bottleneck in access to funding but not necessarily a lack of funding.

Recommendations

1. Convene a "Call to Action" workshop to engage all relevant stakeholders in aspects of coordination, monitoring, advocacy and scaling up WASH interventions at the school level.
2. Develop national minimum standards to encourage and enforce best practice of WASH in schools, include handwashing.
3. Review VEMIS indicators to include handwashing. For example an indicator may be, are handwashing facilities available near the toilets.
4. Include explicit budget line in school budget for purchase of consumables and maintenance/construction of handwashing facilities
5. Incorporate handwashing at critical times (before food and after toilet use) into school and teachers training curriculum.

References for Vanuatu

Advocacy and Legal Advise Centre (undated) Economic and Social Rights Research and Advocacy project. Available online at: http://www.nab.vu/vanuatu-schools-do-not-comprehend-grant-policy-survey

Curtis, V and Cairncross, S. (2003). Effect of washing hands with soap on diarrhoea risk in the community: a systematic review. The Lancet infectious diseases, 3, 275-281.

International Institute of Education Planning, UNICEF and Ministry of Education and Training (2014), Improving school financing: The use and usefulness of school grants, Research in East Asia and the Pacific, National Synthesis: Vanuatu

Ministry of Education and Training (2014). Annual Statistical Digest for the Ministry of Education and Training. Government of Vanuatu: Port Via. Available online at: http://moet.gov.vu/index.php?id=moet-statistical-reports

Ministry of Education and Training (2014) Health Promoting Survey in Shefa Schools. Government of Vanuatu: Port Vila

Ministry of Education and Training (2015). Infrastructure baseline. Government of Vanuatu: Port Vila Unpublished.

Ministry of Health, Vanuatu National Statistics Office, Secretariat of the Pacific Community (2013) Demographic and Health Survey, Final Report. Government of Vanuatu: Port Vila

ANNEX IV

WASH IN SCHOOLS

MINIMUM INFRASTRUCTURE STANDARDS

MINIMUM INFRASTRUCTURE STANDARDS

WATER, SANITATION AND HYGIENE

	Water	Sanitation	Hygiene
A school *must* have	2 Litres/ pupil/day	2 working toilets (1 x boys, 1 x girls)	Water & Soap next to toilets for hand washing
		1 toilet accessible for the less able	

Source: MoET, Minimum Infrastructure Baselines Survey Form, 2015

MINIMUM INFRASTRUCTURE STANDARDS

WATER, SANITATION AND HYGIENE

	Water	Sanitation	Hygiene
A good school *would also* have		1 working toilet for staff	School educates pupil on how to use toilets
		1 working toilet for 25 girls & 1 for 35 boys	School educates pupils in hand washing

Source: MoET, Minimum Infrastructure Baselines Survey Form, 2015

MINIMUM INFRASTRUCTURE STANDARDS

WATER, SANITATION AND HYGIENE

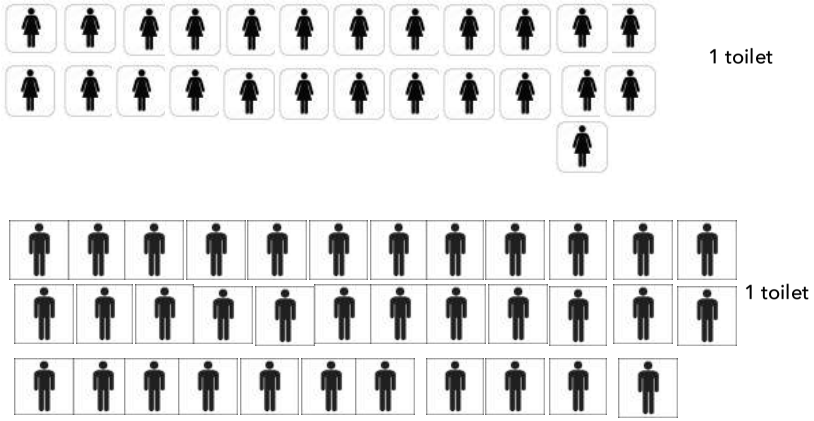
	Water	Sanitation	Hygiene
A school *must* have	2 Litres/pupil/day	2 working toilets (1 x boys, 1 x girls)	Water & Soap next to toilets for hand washing
		1 toilet accessible for the less able	
A good school *would also* have		1 working toilet for staff	School educates pupil on how to use toilets
		1 working toilet for 25 girls & 1 for 35 boys	School educates pupils in hand washing

Source: MoET, Minimum Infrastructure Baselines Survey Form, 2015

ANNEX V

MINIMUM INFRASTRUCTURE STANDARDS

TOILET: PUPIL RATIO



RECOMMENDATION

WE RECOMMEND AN IMPROVEMENT IN WASH FACILITIES STANDARDS. FOR EXAMPLE, A MIN QUALITY FOR LATRINE DESIGN

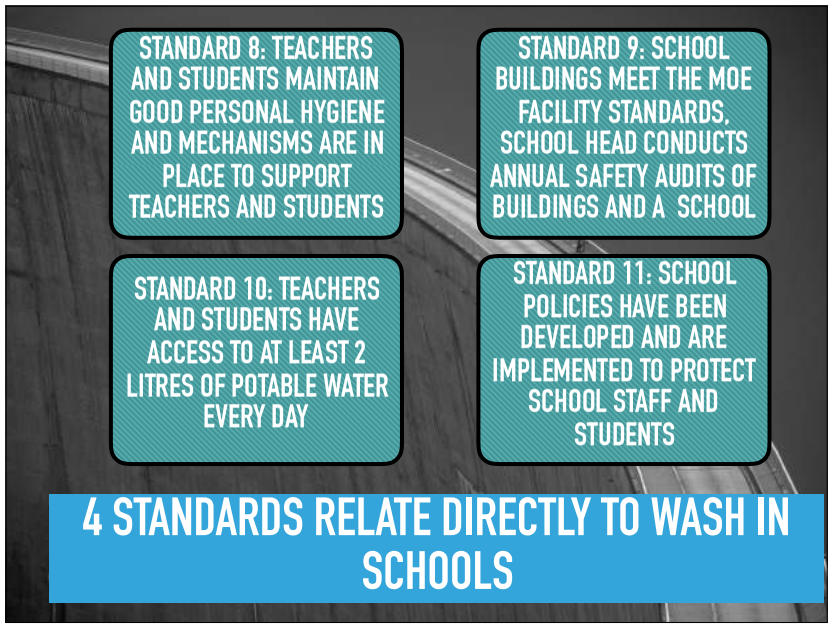
MoET Facilities Unit

WASH IN SCHOOLS

MINIMUM QUALITY STANDARDS FOR PRIMARY SCHOOLS

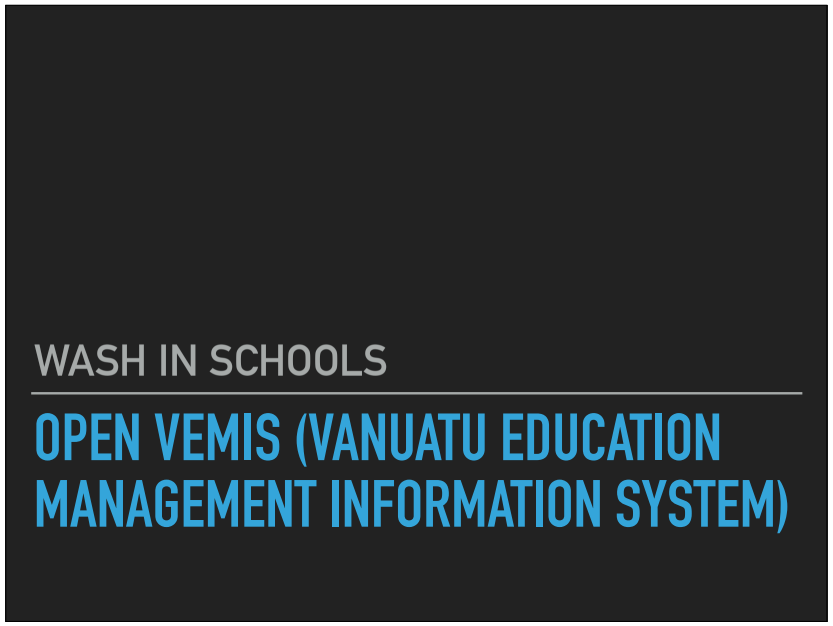
15 MINIMUM QUALITY STANDARDS FOR PRIMARY SCHOOLS

ANNEX VI


STANDARD 8: TEACHERS AND STUDENTS MAINTAIN GOOD PERSONAL HYGIENE AND MECHANISMS ARE IN PLACE TO SUPPORT TEACHERS AND STUDENTS
STANDARD 9: SCHOOL BUILDINGS MEET THE MOE FACILITY STANDARDS, SCHOOL HEAD CONDUCTS ANNUAL SAFETY AUDITS OF BUILDINGS AND A SCHOOL
STANDARD 10: TEACHERS AND STUDENTS HAVE ACCESS TO AT LEAST 2 LITRES OF POTABLE WATER EVERY DAY
STANDARD 11: SCHOOL POLICIES HAVE BEEN DEVELOPED AND ARE IMPLEMENTED TO PROTECT SCHOOL STAFF AND STUDENTS
4 STANDARDS RELATE DIRECTLY TO WASH IN SCHOOLS


Standards
8, 9, 10 & 11=
Standards
1, 2, 12 -14
AN IMPROVEMENT IN WASH = IMPROVEMENT AN ADDITIONAL 5 STANDARDS


RECOMMENDATIONS
WE RECOMMEND AN INCREASE IN FUNDING TO SBM TO SUPPORT THE MAINTENANCE AND MANAGEMENT OF WASH IN SCHOOLS.
School Based Management Unit


WASH IN SCHOOLS
OPEN VEMIS (VANUATU EDUCATION MANAGEMENT INFORMATION SYSTEM)

ANNEX VII

CURRENT STATUS OF WASH IN SCHOOLS - VEMIS 2014 DATA

WHAT IS THE CURRENT STATUS OF WASH IN SCHOOLS?

Indicators	VEMIS Questions		
	Q1	Q2	Q3
Water	Type of water supply	What is the condition?	Is it clean & safe?
Sanitation	# boys toilets	# girls toilets	
Hygiene	None		

WHO/UNICEF "JMP IMPROVED" VNSO OFFICE DEFINITIONS

IMPROVED DRINKING WATER

Use of the following sources:

- Piped water into dwelling, yard or plot
- Public tap or standpipe
- Tubewell or borehole
- Protected dug well
- Protected spring
- Rainwater collection

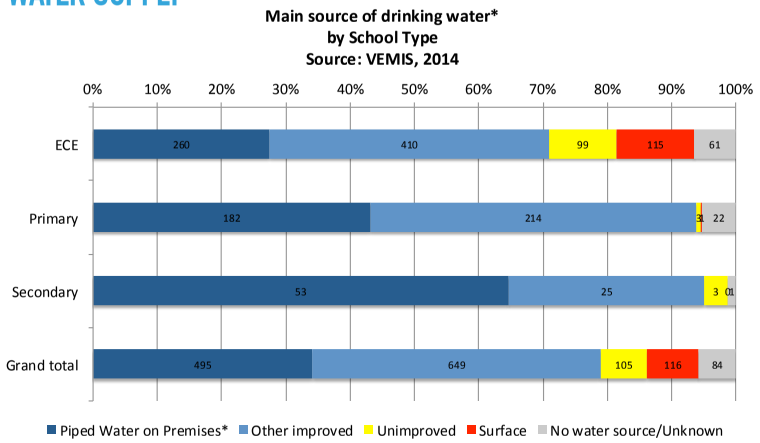
UNIMPROVED DRINKING WATER

Use of the following sources:

- Unprotected dug well
- Unprotected spring
- Cart with small tank or drum
- Tanker truck
- Surface water (river, dam, lake, pond, [illegible], irrigation channel)
- Bottled water

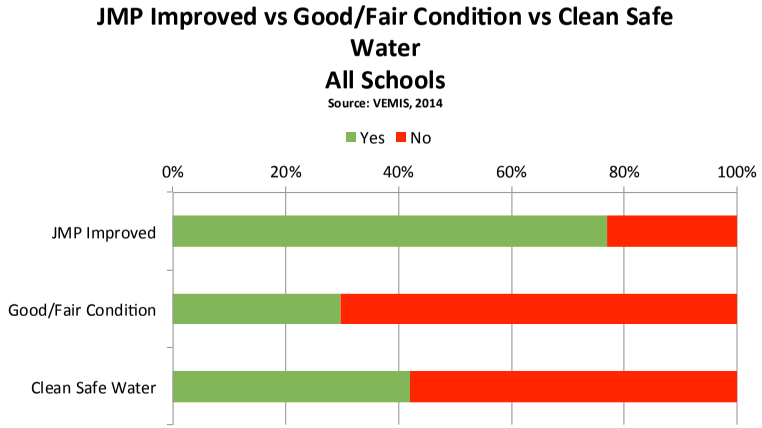
CURRENT STATUS OF WASH IN SCHOOLS

WATER SUPPLY



CURRENT STATUS OF WASH IN SCHOOLS

WATER SUPPLY



ANNEX VII

AN IMPROVED WATER SUPPLY IN POOR CONDITION MEANS UNSAFE AND UNCLEAN WATER

CURRENT STATUS OF WASH IN SCHOOLS

WATER SUPPLY

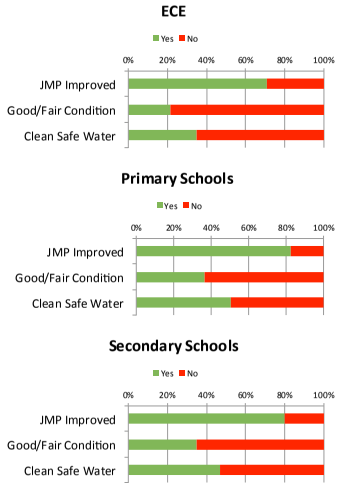
JMP Improved vs Condition vs Clean Safe Water

By School Type

ECE is worst performing

By Province

Minimal variation (+/- 10%)



AN IMPROVED WATER SUPPLY IN POOR CONDITION MEANS UNSAFE AND UNCLEAN WATER

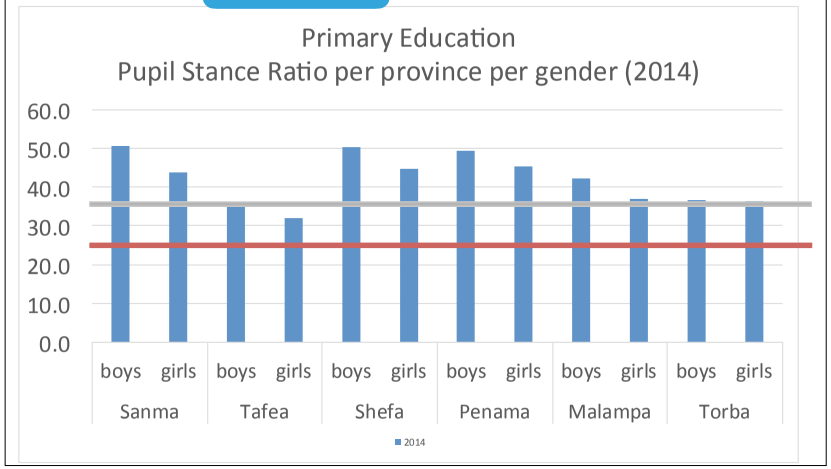
SANITATION

ANNEX VII

CURRENT STATUS OF WASH IN SCHOOLS

SANITATION

25 GIRLS TO 1 TOILET
35 BOYS TO 1 TOILET



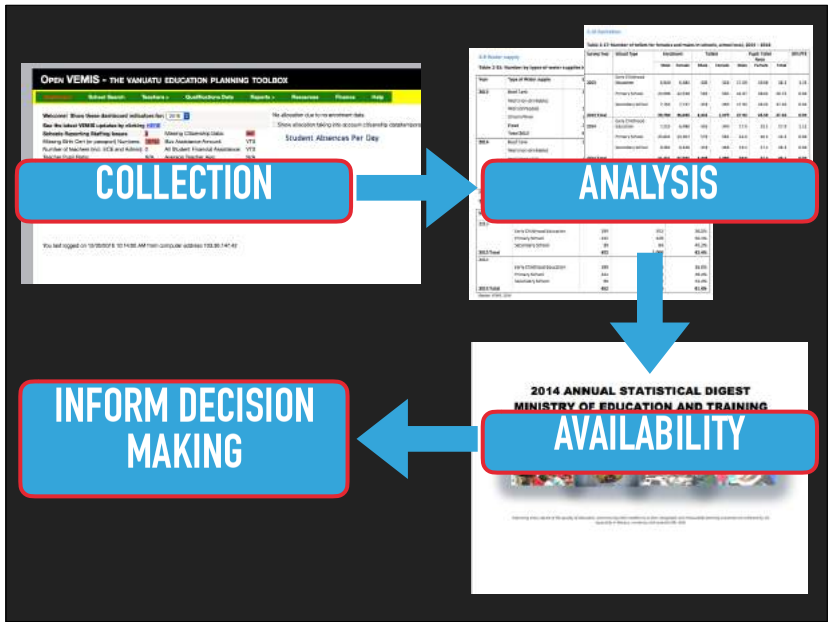
CURRENT STATUS OF WASH IN SCHOOLS

SANITATION

25 GIRLS TO 1 TOILET
35 BOYS TO 1 TOILET

DO SCHOOLS MEET THE MOET STANDARDS STUDENT:TOILET RATIO?

	ECE		Primary		Secondary	
Province	Boys	Girls	Boys	Girls	Boys	Girls
Torba	Yes	Yes	No	No	No	No
Sanma	Yes	Yes	No	No	Yes	Yes
Penama	Yes	Yes	No	No	Yes	Yes
Malampa	Yes	Yes	No	No	Yes	Yes
Shefa	Yes	Yes	No	No	Yes	Yes
Tafea	Yes	Yes	Yes	No	Yes	Yes



RECOMMENDATION

WE RECOMMEND IMPROVED MONITORING THROUGH VEMIS TO INFORM EVIDENCE-BASED DECISION MAKING

Policy and Planning Unit

ANNEX VII

WASH IN SCHOOL CURRICULUM

VANUATU INSTITUTE OF TEACHER EDUCATION

PRE- SERVICE

- Wash Module as one of the Elective course for first year students (Primary and secondary)
- Wash Module in family Life Education course for all teacher trainees (Primary and Secondary)
- Wash components in Biology course (Science course)

NATIONAL CURRICULUM

ANNEX VIII

PERSONAL DEVELOPMENT Learning Area (New syllabuses)

Wash component are integrated in

-Primary Syllabus: Healthy Living

- *Germs*
- *Hands washing (learn about hand washing habits, hand washing demonstration …)*
- *Toilets*

PERSONAL DEVELOPMENT Learning Area (New syllabuses)

Wash component are integrated in

- Secondary syllabus (Year 7 – 10) : Health and Hygiene

- *Personal hygiene*
- *Menstrual Management*

PERSONAL DEVELOPMENT Learning Area (New syllabuses)

Wash component are integrated in

- Senior syllabus (Year 11-13): Family Life Education

- *Heath Promotion*

We beleive that

- School teachers are one of the most important people that can influence good hygiene behaviour in their students.
- By engaging student teachers, we try our best to ensure that good hygiene knowledge can reach out to schools across Vanuatu

ANNEX VIII

- WASH in the curriculum is for all educators to take ownership of the WASH training and to implement it in every school.

THANKYOU

ANNEX VIII

Annex IX: Table of Recommendations

	Key Issue/Challenge	Ranking (High/Medium/Low)	Proposed Key Actions	To be completed by:	Responsible partner
Coordination					
C1.1	*Unclear roles and responsibilities*	*High*	*Clarify roles and responsibilites for coordination of WASH activities in schoools.* *MoET to take lead with a WASH focal point.*	*August, 2016*	*MoET (Director or Ed.)*
C1.2	*Ambiguity of standards, policy and guidelines.*	*High*	*Consolidate and review WASH in Schools standards, policy and guidelines in line with best practices.*	*August, 2016*	*MoET*
C1.3	*Lack of knowledge on WASH and management issues*	*High/Medium*	*Ongoing training program for school committees/teachers on budgets, and budget management/legislation/policy/standards and principles of WASH in Schools*	*Febuary, 2017 / ongoing*	*SBM*
C1.4	*In sufficient/non specific WinS budget*	*High*	*Develop budget line for WASH in national budget and provide guidance of expenditure in school budget.*	*June, 2016*	*Ministerial budget committee and MoET*
C1.5	*Poor networking and utilisation of stakeholders*	*High*	*Complete stakeholder mapping with roles and responsibilities of ministries, NGOs, PEOs, School reps and churches and potential for further collaboration*	*August, 2016*	*MoET*
Monitoring					
M1.1	*Incomplete WASH indicators in VEMIS*	*High*	*Revise WASH indicators through openVEMIS to include WASH indicators.*	*December, 2016*	*VEMIS, MOET, UNICEF and DGMWR.*
M1.2	*No system to combine WASH data from different sources*	*High*	*DGMWR and VEMIS to discuss harmonisation of WASH in Schools infrastructure baseline and DGMWR Water Inventory.*		*DGMWR and MOET*
M1.3	*Poor monitoring of remote schools compounded by inadequate budget and lack of capacity to input data into national systems*	*Medium*	*Support access of schools to update openVEMIS with currrent WASH information.*		*VEMIS, SBM and MoET*
Scaling-up at school level					
S1.1	*No WASH/Health policy in schools for any directives*	*High*	*Support schools to develop WASH inclusive health policies using Health Promoting Schools national policies and standards for guidance.*	*July, 2016*	*MoET, MoH*

	Key Issue/Challenge	Ranking (High/Medium/Low)	Proposed Key Actions	To be completed by:	Responsible partner
S1.2	*Lack of training (at all levels)*	*High*	*Provide standardised and streamed training for WinS to include, teachers, school (WASH) committees, school council, O&M staff and students*	*Mid 2018 (curriculum finalised)*	*VITE, NGOS, Peace Corps and MoET (EPG)*
S1.3	*In sufficient/non specific WinS budget*	*High*	*Support school level with sufficient budget specifically for WASH in schools*	*June, 2016*	*Ministerial budget committee and MoET*
Advocacy					
A1.1	*WASH in school policy does not include ECCE*	*High*	*Advocate for early intro of WASH in ECCE*	*December, 2016*	*National Coord of ECCE*
A1.2	*Open Vemis not accessible at schools/Limited sharing of data from openVEMIS for WASH development*	*High*	*Share openVEMIS results and WASH component of MoET infrastructure baseline with other stakeholders for action.*	*September, 2016*	*MoET (OpenVEMIS) Department*
A1.3	*Poor alignment of actions to guidelines and policies"Walk the talk"*	*High*	All faith based organisations and civil society to advocate for WASH in Schools through various mediums. Suggested topics include: The Burden of WASH in Schools on Girls, The burden of WASH in Schools on Children with Disabilities, The Positive Impact of WASH in Schools on Communities.	Ongoing / after training	*Live and Learn, UNICEF and VITE*

ANNEX IX

This workshop was supported with technical assistance of Live and Learn Vanuatu and UNICEF

LIVE&LEARN
VANUATU

unicef
unite for children